



Limestone/Central Elementary

727 Pacolet Highway
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	448 Students	
Principal	M. Clayton Fowler	864-487-1249
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

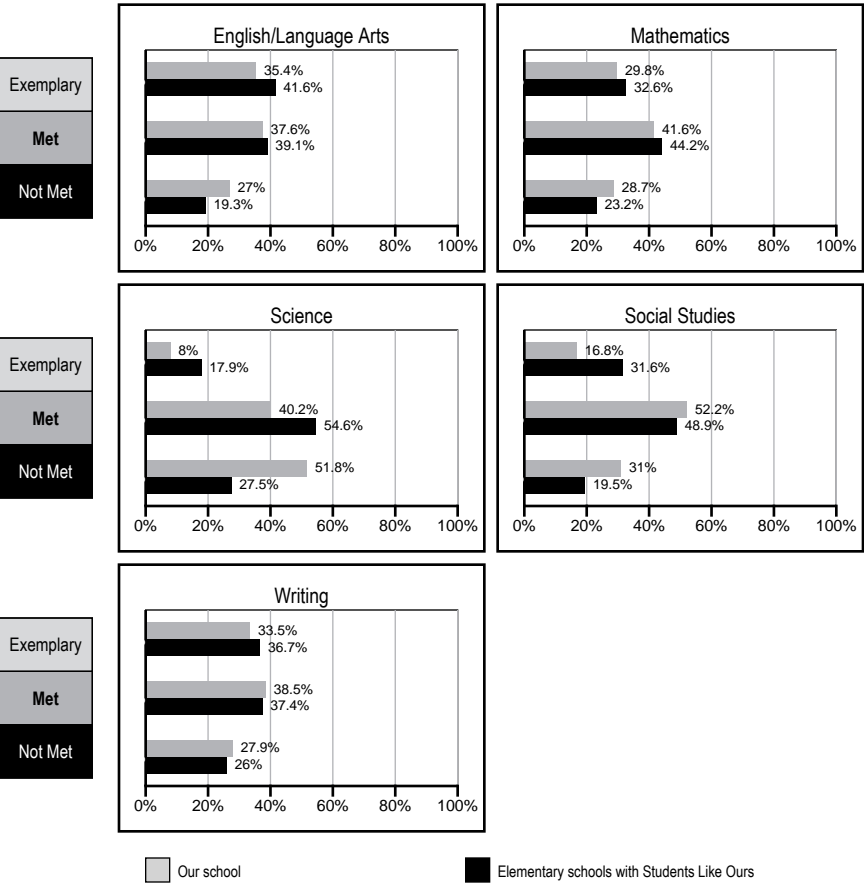
98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	25	51	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=448)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.7%	1.8%	1.9%
Attendance rate	96.3%	No Change	96.3%	96.3%
Eligible for gifted and talented	12.0%	Down from 12.1%	12.7%	10.0%
With disabilities other than speech	4.9%	Up from 3.4%	7.9%	7.7%
Older than usual for grade	0.0%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	62.1%	Up from 56.3%	58.5%	59.4%
Continuing contract teachers	86.2%	Up from 78.1%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 78.9%	87.5%	85.9%
Teacher attendance rate	95.7%	Down from 96.1%	95.3%	95.1%
Average teacher salary*	\$46,302	Up 5.4%	\$47,133	\$47,149
Professional development days/teacher	18.6 days	Down from 27.8 days	10.2 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 91.2%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,357	Down 1.9%	\$6,860	\$7,458
Percent of expenditures for instruction**	72.0%	Up from 71.9%	70.1%	68.8%
Percent of expenditures for teacher salaries**	67.2%	Down from 68.2%	64.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

During the 2008-09 school year, the faculty, and staff of Limestone Central Elementary School continued their growth and improvement in all areas. We continued to strengthen our total school program in order to provide the very best for all students. We maintain high expectations for student learning, achievement, and professionalism.

Our mission at Limestone Central Elementary School is to meet the academic, social, and emotional needs of every child through partnerships with families and the community. Preparing our students to be responsible citizens and lifelong learners drives us to provide innovative educational experiences that meet the needs of the whole child.

Limestone Central uses a variety of instructional strategies to foster the academic success of our students. Teachers plan lessons based on a rich, standards-based educational program.

Our teachers provide quality, hands-on instruction through the use of technology and manipulatives. The staff diligently works to analyze diagnostic information about students to form small, instructional groups with a focus on differentiation.

Students at Limestone Central are also provided numerous opportunities to develop character traits through community service learning projects. These projects include Relay for Life, the Salvation Army canned food drive, and Jump Rope for Heart.

We thank you for your continued support.

M. Clayton Fowler, Principal
Carol Moss, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	58	32
Percent satisfied with learning environment	100.0%	91.4%	75.0%
Percent satisfied with social and physical environment	100.0%	84.2%	83.9%
Percent satisfied with school-home relations	89.3%	86.2%	87.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	187	100	26.4	36.8	36.8	79.7	78.1	82.8	Yes	Yes
Gender										
Male	111	100	29.6	36.1	34.3	75.9	74.5	79.3	N/A	N/A
Female	76	100	21.6	37.8	40.5	85.1	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	106	100	18.1	37.1	44.8	88.6	83.3	89.5	Yes	Yes
African American	75	100	40.8	35.2	23.9	64.8	68.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	21	100	65	15	20	35	47.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	35.5	36.4	28	71	71.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	187	100	28	41.8	30.2	83.5	77.5	78.9	Yes	Yes
Gender										
Male	111	100	26.9	38.9	34.3	81.5	76	77	N/A	N/A
Female	76	100	29.7	45.9	24.3	86.5	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	106	100	14.3	42.9	42.9	93.3	83.3	87.2	Yes	Yes
African American	75	100	46.5	40.8	12.7	69	64.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	21	100	75	15	10	35	40.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	37.4	45.8	16.8	76.6	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	118	100	50.4	39.1	10.4	49.6	56.6	67.5
Gender								
Male	63	100	46.7	40	13.3	53.3	56.7	67
Female	55	100	54.5	38.2	7.3	45.5	56.4	68
Racial/Ethnic Group								
White	63	100	38.1	46	15.9	61.9	65.2	79.5
African American	50	100	66	31.9	2.1	34	37.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	25	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	72	100	62	32.4	5.6	38	47	55.1

Social Studies

All Students	117	100	30.7	52.6	16.7	69.3	58.5	72.3
Gender								
Male	75	100	28.4	54.1	17.6	71.6	58.2	71.5
Female	42	100	35	50	15	65	58.8	73.2
Racial/Ethnic Group								
White	68	100	22.4	53.7	23.9	77.6	65.8	80.7
African American	47	100	44.4	48.9	6.7	55.6	42.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	25	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	66	100	43.8	50	6.3	56.3	49.1	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	185	97.3	27.9	38.5	33.5	72.1	64.3	70.2	96.3	96.4
Gender										
Male	109	96.3	30.8	38.5	30.8	69.2	57.9	63.2	96.2	96.4
Female	76	98.7	24	38.7	37.3	76	70.9	77.5	96.5	96.5
Racial/Ethnic Group										
White	105	98.1	17.5	38.8	43.7	82.5	70.4	79.1	96.4	96.2
African American	74	96	44.3	40	15.7	55.7	51.6	57.6	96.2	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	86.2	N/A	98.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	43.9	62.6	93.6	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	20	80	N/AV	N/AV	N/AV	N/AV	18.7	26.1	94.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	45.7	61.2	99.3	98
Socio-Economic Status										
Subsidized meals	106	96.2	39.2	44.1	16.7	60.8	55.1	58.9	95.8	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	77	100	20	40	40	80
	4	48	100	40.4	34	25.5	59.6
	5	62	100	23.3	35	41.7	76.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	77	100	29.3	44	26.7	70.7
	4	48	100	40.4	36.2	23.4	59.6
	5	62	100	16.7	43.3	40	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	40	100	52.6	31.6	15.8	47.4
	4	48	100	53.2	42.6	4.3	46.8
	5	30	100	43.3	43.3	13.3	56.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	37	100	13.5	62.2	24.3	86.5
	4	48	100	40.4	55.3	4.3	59.6
	5	32	100	36.7	36.7	26.7	63.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	78	96.2	31.1	35.1	33.8	68.9
	4	47	100	31.9	48.9	19.1	68.1
	5	60	96.7	20.7	34.5	44.8	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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